

Curriculum Newsletter

Year 3 / Spring 1



Happy New Year! We hope you had a restful break.

We are really looking forward to our learning this half term as we explore our new topic: Exciting Egyptians. We have our trip to Norwich Castle coming up this half term. Do keep an eye on our Year 3 blog for updates on our learning too.



A selection of photos from our Year 3 blog on the school website showing some of our fantastic learning in Autumn 2, including photos from our trip to Norwich Cathedral and dictionaries donated by the Rotary Club in Norwich.

Home Learning

- Homework will be given weekly on Fridays, linked to the learning from the week.
- Reading should be completed daily and recorded in your child's reading diary. It is the children's responsibility to change their books when required.
- Daily times tables practice is also recommended using Times Tables Rockstars. Logins can be found in the front of the children's reading diaries.

Upcoming Dates

- **Friday 16th January** Year 3 Show and Share Assembly - 2:30pm
- **Thursday 22nd January** Year 3 Norwich Castle Trip
- **Thursday 5th February** Work Celebration Event - 3:00pm
- **Friday 6th February** Safer Internet Curriculum Day
- **Monday 16th-Friday 20th February** Half Term
- **Monday 23rd February** Spring 2 Term Begins

Key vocabulary

sphinx	A winged monster with a human head and a lion's body
pyramid	A structure or shape
pharaoh	A ruler in Ancient Egypt
cartouche	A carved drawing or tablet
archeologist	A person who studies history
hieroglyph	Type of writing
mummy	A body that has been preserved
papyrus	A material from a water plant
artefact	An object made by a human being of historical interest

Spring 1 - Year 3

This curriculum newsletter provides an overview of your child's learning in Year 3 for Spring 1.

Our topic this half term is **Exciting Egyptians** and our key text is Marcy and the Riddle of the Sphinx by Joe Todd-Stanton.



	Science	PE
<p>As writers we will:</p> <ul style="list-style-type: none"> Write to entertain Embed our use of expanded noun phrases and adverbials Continue to develop our use of fronted adverbials to add cohesion to our writing Learn how to accurately use prepositions Write a character description of the Basilisk from Marcy and the Riddle of the Sphinx Write to inform Collate our learning about the Ancient Egyptians into a non-chronological report Begin learning and applying the Year 3 spelling rules within our writing <p>As readers we will:</p> <ul style="list-style-type: none"> Continue to develop the speed of our reading (fluency) Continue to practise answering questions, in detail, based on what we have read Improve our reading stamina Use Comprehension Ninja texts to support our VIPERS skills (vocabulary, inference, prediction, explanation, retrieval and sequencing) 	<p>As scientists we will:</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p>As athletes we will:</p> <ul style="list-style-type: none"> Look at different shapes our bodies can make Explore how a sequence of moves can create a dance Work in teams and groups to create dances Continue to develop our cognitive skills Engage in a Karate taster session lead by ESKA.
	<p>As computer scientists we will:</p> <ul style="list-style-type: none"> Explore Scratch as a programming environment Identify that commands have outcomes Develop a sequence of commands, in a particular order, to create our own programs. Create our own music by programming sequences Participate in Safer Internet Curriculum Day, where we will explore online relationships and reputations and consider what online bullying looks like 	<p>As theologists we will:</p> <ul style="list-style-type: none"> Explore what philosophy is and the differences between knowledge and wisdom Explore the differences between knowing and believing and understand where proof comes from Look at what a moral decision is and how people make them, focusing on views of Christians and Humanists <p>Languages</p> <p>As French language learners we will:</p> <ul style="list-style-type: none"> Be able to talk about our family members Learn the numbers 11-20

Maths	Art	History
<p>As mathematicians we will:</p> <ul style="list-style-type: none"> • Consolidate our knowledge of the 2, 5, 10, 3 and 4 times tables • Begin to learn our 8 times tables • Explore related calculations and be able to reason about multiplication • Multiply a 2 digit number by a 1 digit number with and without exchanging • Explore the links between multiplication and division • Divide a 2 digit number by a 1 digit number, with and without remainders, using flexible partitioning where appropriate • Understand the use of scaling by 10 to effectively use known facts • Explore correspondence problems • Measure in millimetres, centimetres and metres • Explore equivalent lengths in metres and centimetres, as well as centimeters and millimetres 	<p>As artists, we will:</p> <ul style="list-style-type: none"> • Explore mixed media artists such as Alice Kettle and Hannah Rae • Experiment by combining painting and sewing to create art • Transfer our mark making skills to sewing • Experiment with different materials and techniques to create our own unique artwork <p style="text-align: center;">RHE</p> <p>To understand ourselves and others we will:</p> <ul style="list-style-type: none"> • Recognise a wide range of relationships, including the attributes of positive, healthy relationships • Understand how to navigate different types of conflict <p style="text-align: center;">Music</p> <p>As musicians we will:</p> <ul style="list-style-type: none"> • Have an introduction to Djembe, lead by a specialist teacher • Develop our musical skills by continuing to work on rhythm and pulse. • Grow in confidence performing music 	<p>As historians, we will:</p> <ul style="list-style-type: none"> • Locate Ancient Egypt in time and place • Look at the importance of the River Nile and how it was utilised • Explore the Great Pyramid of Giza • Explore the impact of the Ancient Egyptians writing systems, using hieroglyphics and papyrus • Look at The discovery of Tutankhamun's tomb • Know the role of artefacts in historical knowledge • Compare everyday life in Egypt - food, religion, clothing, farming • Look at the roles of pharaohs in Ancient Egyptian society • Discover Egyptian tombs, pyramids, burial sites, exploring their beliefs in gods and goddesses, and mummification